



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
2007**

**Grade 5
Writing**

Writing—Session 1

- ❶ Where should a comma be placed in the sentence below?

I told her that my favorite vegetables were peas carrots, beets, and lettuce.

- A. after *her*
- B. after *vegetables*
- C. after *peas*
- D. after *and*

- ❷ Which spelling change should be made in the sentence below?

She practised whenever the weather was good, but sometimes she still made mistakes.

- A. Change *practised* to **practiced**.
- B. Change *weather* to **whether**.
- C. Change *sometimes* to **somtimes**.
- D. Change *mistakes* to **misteaks**.

- ❸ What is the **best** way to combine the sentences below?

The science fair is next Monday. The students are excited.

- A. The students are excited about the science fair and it's next Monday.
- B. The students are excited about the science fair next Monday.
- C. The science fair next Monday the students are excited.
- D. The science fair is next Monday the excited students.

- ❹ Which sentence has a punctuation error at the end?

- A. What should you remember about power lines?
- B. Never touch a live electric wire!
- C. Call the power company if you see a wire on the ground.
- D. Why do you need to remember these safety tips.

- 5 How should the underlined words in the sentence below be written?

Her and me live close to each other.

- A. She and I
- B. She and me
- C. Me and her
- D. Her and I

- 6 What is the **best** way to combine the sentences below?

Tallie will be back next Friday. Tallie will tell you about her adventures.

- A. Tallie will be back next Friday she will tell you about her adventures.
- B. Tallie will be back next Friday tell you about her adventures.
- C. Tallie will back next Friday but Tallie will tell you about her adventures.
- D. Tallie will be back next Friday and will tell you about her adventures.

- 7 Where should a comma be placed in the sentence below?

On June 30 1958, my uncle was born 20 miles from the city of Atlanta.

- A. after *30*
- B. after *uncle*
- C. after *20*
- D. after *city*

- 8 Which word in the sentence below should be capitalized?

The capital city of the state of Maine is augusta.

- A. capital
- B. city
- C. state
- D. augusta

9 Which of the following is a complete sentence?

- A. He is very fast and very tricky.
- B. Especially Nibbles, the class mouse.
- C. The cages near the back really hot.
- D. Knew that he ate it yesterday.

10 Which word in the sentences below should be capitalized?

First, I saw the doctor at the hospital.
next, I went to the mall to shop.

- A. doctor
- B. hospital
- C. next
- D. mall

When writing responses to prompts 11, 12, and 13, remember to

- **read the prompt carefully,**
- **develop a complete response to the prompt,**
- **proofread and edit your writing, and**
- **write only in the space provided.**

Read this passage and decide whether you think Gary Paulsen will take the dog. Then write a response to the prompt that follows.

Caesar

by Gary Paulsen

The dog was enormous.

We lived in a small cottage in the mountains of Colorado, where I worked in construction, mostly hitting my fingers with a hammer and making serious attempts at cutting something off my body with power saws while I tried to build houses during the day and write at night. I had been looking at the local consumer guide, called *The Shopper's Bulletin*, when I saw an ad:

EMERGENCY! AM LEAVING FOR HAWAII FOR A CAREER CHANGE.
MUST FIND HOME FOR LOVING GREAT DANE NAMED CAESAR AS
THEY WON'T ALLOW DOGS IN THE ISLANDS. PLEASE HELP!

All right—I know how it sounds. Nobody who lives in a small cottage in the mountains of Colorado with a wife and a baby should probably even consider a pet, let alone a dog, let alone a large dog, let alone a *very* large dog—at least nobody with a brain larger than a walnut. But I had once been associated with a female Great Dane named Dad when I was in the army and had ever since had a warm place in my soul for them.

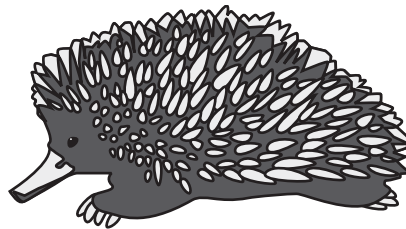
- 11** Write a paragraph explaining why you think Gary Paulsen will or will not take the dog. Use details from the passage in your response.

A student wrote this fact sheet about a strange animal from Australia. Read the fact sheet and think about why the animal is so strange. Then write a response to the prompt that follows.

The Echidna

[pronounced ee-KID-nuh]

- lives in Australia and Tasmania
- about the size of a football
- back covered with long sharp spines
- small head with long thin beak or snout, like a tube or a funnel
- long thin tongue
- no teeth
- very sharp claws
- eats ants
- digs up ants' nests with its claws and uses sticky tongue to lick up ants
- digs holes to protect itself from enemies
- curls up in holes so protected by spines
- lays eggs even though it is a mammal (most mammals give birth to live young)



- 12 Write a paragraph describing why the echidna is a strange animal. Choose information from the fact sheet to support your main idea.

Read this story and think about what might happen the next time the Monkey wants to fish. Then write a response to the prompt that follows.

Monkey See, Monkey Do

The Monkey sat up in his tree near the water and watched the fishermen cast their nets empty and pull them back full of fish. “Why, I’m sure I could do that, too!” he thought. “It looks so easy!”

So when the fishermen went off for their lunch, the Monkey came down from his tree, grabbed the net, and tried to copy them. But he soon became tangled up in the net, fell into the water, and almost drowned.

“Oh dear!” he said. “That’s what I deserve for trying to fish when I really had no idea how to do it!”

- 13 Write an ending to the story that describes what probably happened the next time the Monkey went to fish.

Writing—Session 2

In 1804 Lewis and Clark led an expedition to explore the western part of the American continent. Read this passage and think about what you would bring on a similar trip. Then write a response to the prompt that follows.

Packed for Success

by Sarah J. Ball

When Lewis and Clark set out on their great adventure, they didn't know what to expect. No one in the United States had ever done this before. They spent months planning their trip and deciding what to take. The things they packed in their boats would have to keep them alive for more than two years.

Like most travelers, Lewis and Clark took a map of the land they would be seeing. Their map wasn't much help, though. It was mostly blank! No one had ever drawn a map of the rivers, mountains, and land that they were going to cross. To help them draw a correct map, Lewis and Clark used tools called a sextant and a chronometer. With these instruments, travelers used the stars to find out exactly where they were.

Lewis and Clark filled their boats with gifts to give the people they met. They took beads, scissors, jewelry, shirts, 12 dozen looking glasses (mirrors), 4,600 needles for sewing, and 2,800 fishing hooks. The explorers took these presents to show the people whom they met that they were peaceful and friendly.

For 8,200 miles of travel, the group ate fish, animals they hunted, and "portable soup." Lewis brought 193 pounds of the soup, a dry mix of beans and vegetables. Unfortunately, all the men hated it!

Lewis and Clark knew they would need medicine for sickness, bullet wounds, snakebites, and more. In those days, there were no antibiotics, aspirin, or even Band-Aids. Instead, they packed 600 special pills made by a man named Dr. Benjamin Rush. The explorers called them "Rush's Thunderclappers" because they were so strong.

The explorers also took candles to give light, flint and steel to start fires, warm blankets, and clothes. And, of course, there was Seaman, Lewis's Newfoundland dog.

Suppose you could travel back in time and join Lewis and Clark for their trip.

- What would you bring from the present to make the trip easier?
- Why would you bring those things?

Use details from the passage in your response.

Use the questions in the box below to organize your writing. You can answer the questions **before** you write to plan your response or **after** you write to check your response. What you write in the **Student Answer Booklet** will be included as part of your score.

14 What is the focus/controlling idea of your response? _____

15 What are the supporting details/references to text in your response? _____

16 What is the conclusion to your response? _____

When writing a response to prompt 17, remember to

- **read the prompt carefully,**
- **develop a complete response to the prompt,**
- **proofread and edit your writing, and**
- **write only in the space provided.**

- 17 Suppose you could travel back in time and join Lewis and Clark for their trip.
- What would you bring from the present to make the trip easier?
 - Why would you bring those things?

Use details from the passage in your response.

Acknowledgments

The New Hampshire, Vermont, and Rhode Island Departments of Education wish to acknowledge and credit the following authors and publishers for use of their work in the writing portion of the *New England Common Assessment Program*—2007.

“Caesar” (p. 4) from *My Life in Dog Years* by Gary Paulsen. Copyright © 1998 by Gary Paulsen. Published by Bantam Doubleday Dell Books for Young Readers, a division of Random House, Inc.

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Grade 5 Writing Released Item Information

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Content Strand ¹	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	LR	RW	NW	IR	IR	IR	IR
GLE Code	4-9	4-9	4-1	4-9	4-9	4-1	4-9	4-9	4-1	4-9	4-3	4-8	4-4	4-3	4-3	4-3	4-3
Depth of Knowledge Code	1	1	2	1	1	2	1	1	2	1	2	2	2	3	3	3	3
Item Type ²	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	CR	CR	CR	SA	SA	SA	ER
Answer Key	C	A	B	D	A	D	A	D	A	C							
Total Possible Points	1	1	1	1	1	1	1	1	1	1	4	4	4	1	1	1	12

¹Content Strand: SC = Structures of Language & Writing Conventions. Short Responses — LR = Response to Literary Text, RW = Report Writing, NW = Narrative Writing. Extended Response — IR = Response to Informational Text

²Item Type: MC = Multiple Choice, CR = Constructed Response, SA = Short Answer, ER = Writing Prompt